

Increasing Educational Attainment, Building a More Competitive Workforce

A STRATEGIC AGENDA

for Kentucky Postsecondary
and Adult Education



A Presentation to the Rural Access Workgroup
October 31, 2012

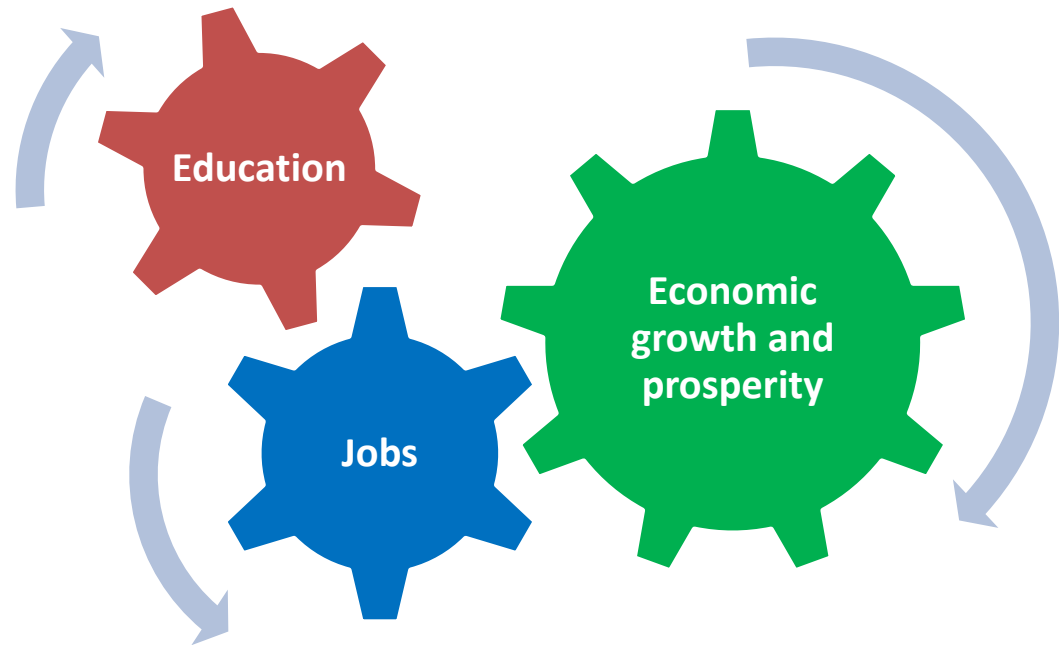
Presentation Overview

- Education, Jobs, and the Economy
- Identifying Kentucky's Underserved Areas
 - Educational Attainment
 - Economic Conditions
 - The Education Pipeline
- NCHEMS Findings and Policy Recommendations

Which Comes First, Educated Workers or Jobs for Educated Workers?

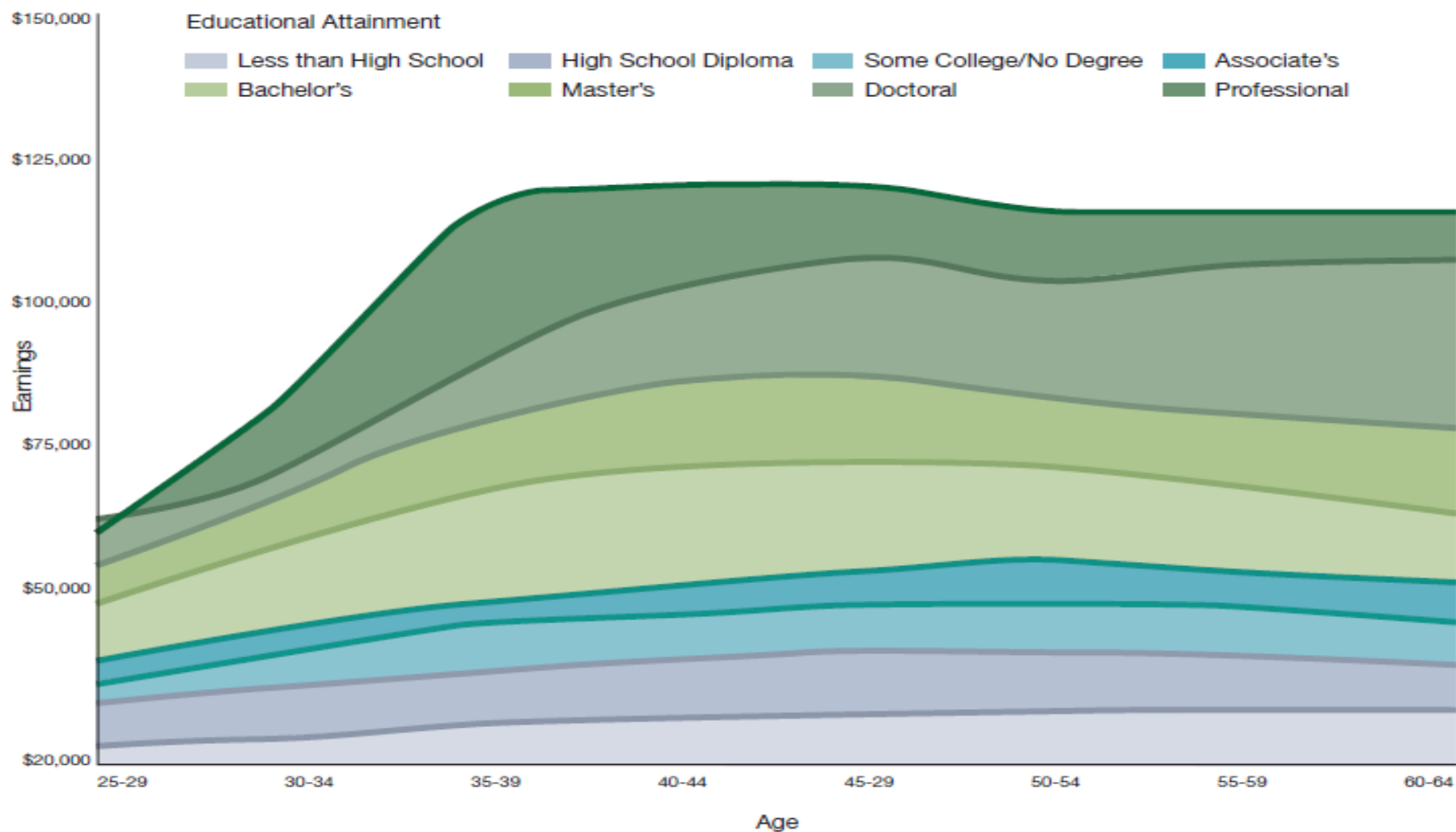


Educational Attainment & Jobs are Inextricably Linked



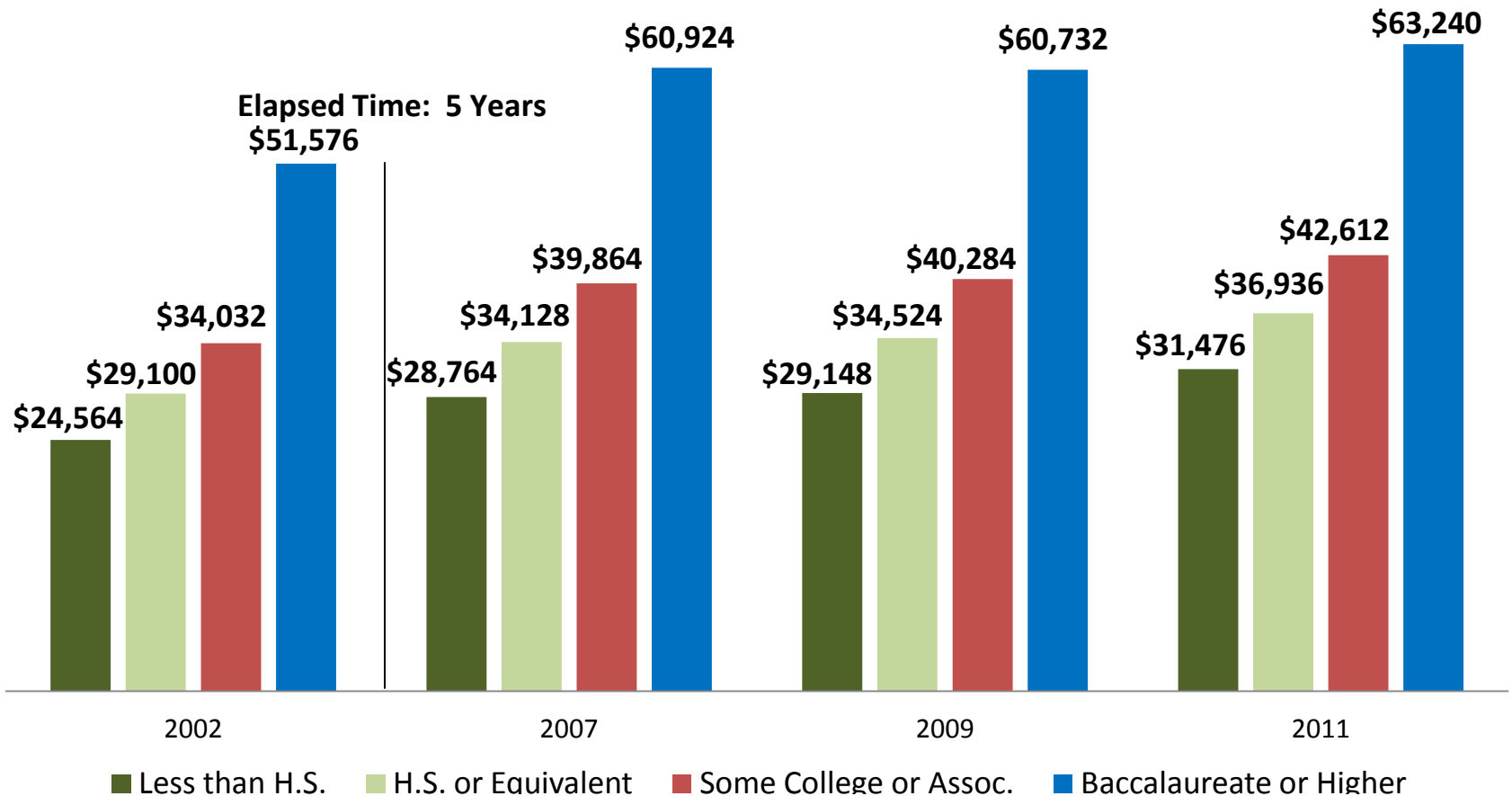
In Kentucky and the Nation, Education Still Pays

FIGURE 2: LIFETIME EARNINGS TRAJECTORIES, 2009 DOLLARS

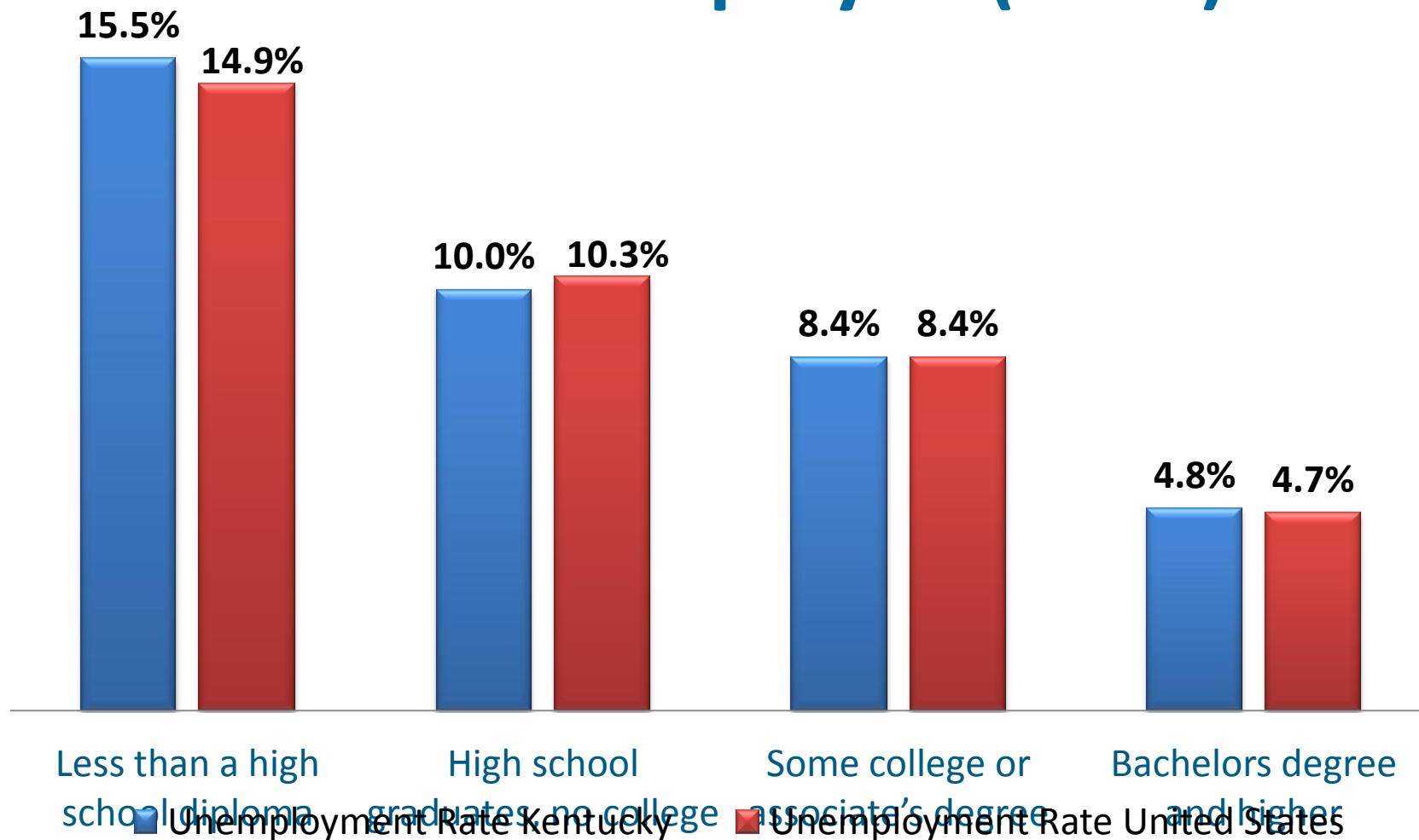


The College Payoff, Georgetown University
Center on Education and the Workforce

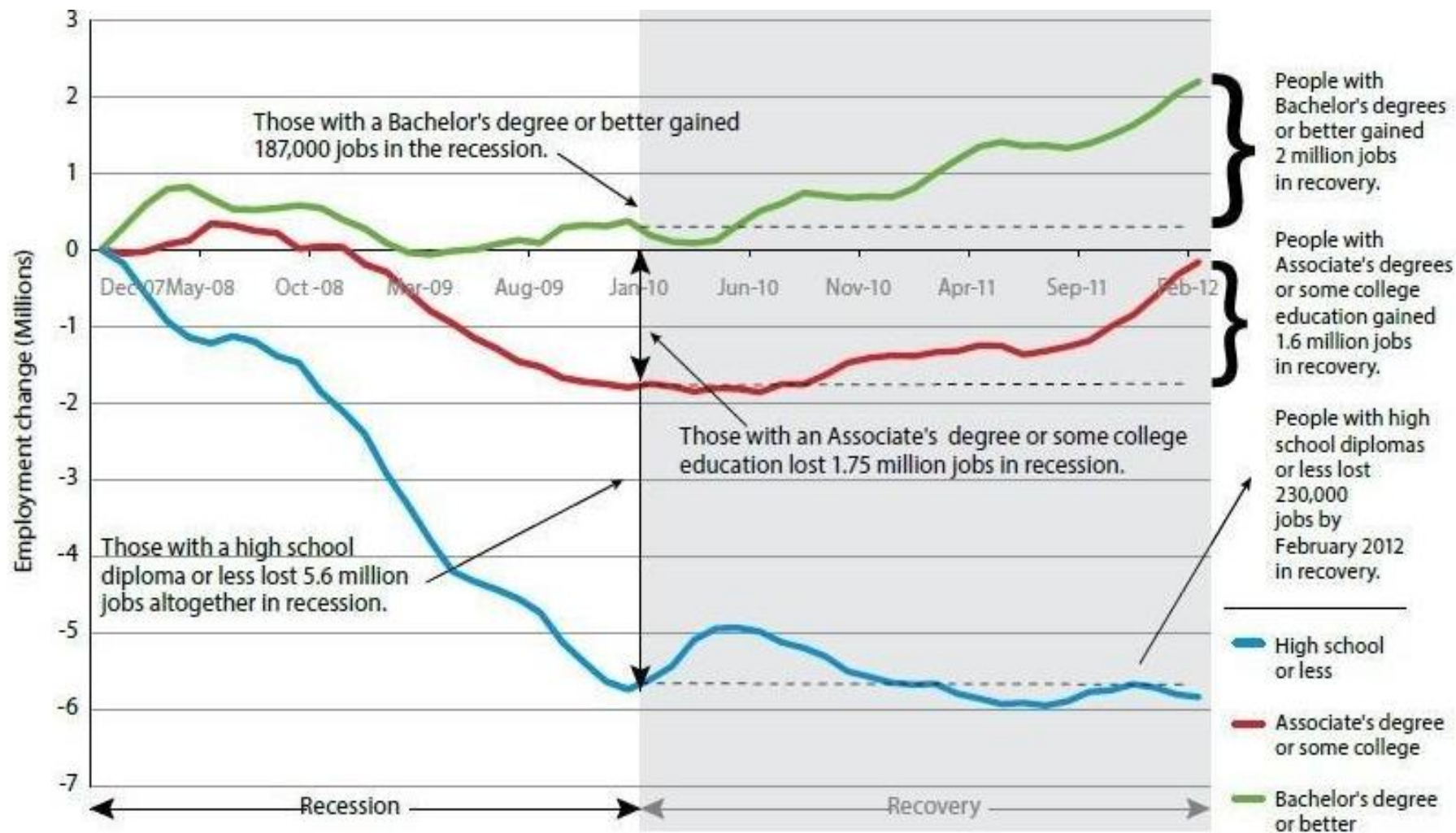
Average Earnings by Education Level in Kentucky



College Graduates are Much Less Likely to be Unemployed (2010)

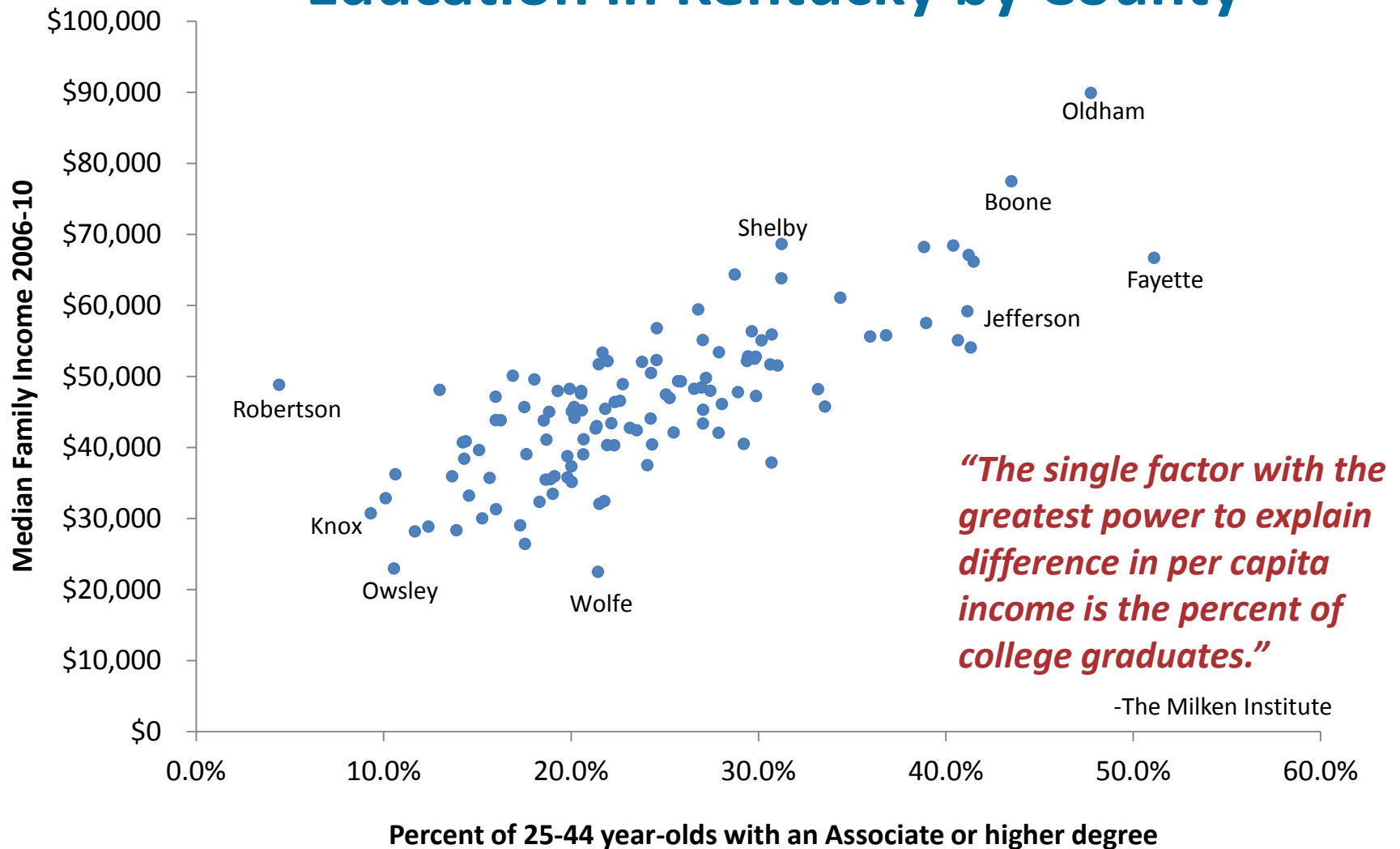


Effects of Recession, by Education Level



The College Advantage: Weathering the Economic Storm, Georgetown University Center on Education and the Workforce

The Link Between Earnings and Education in Kentucky by County



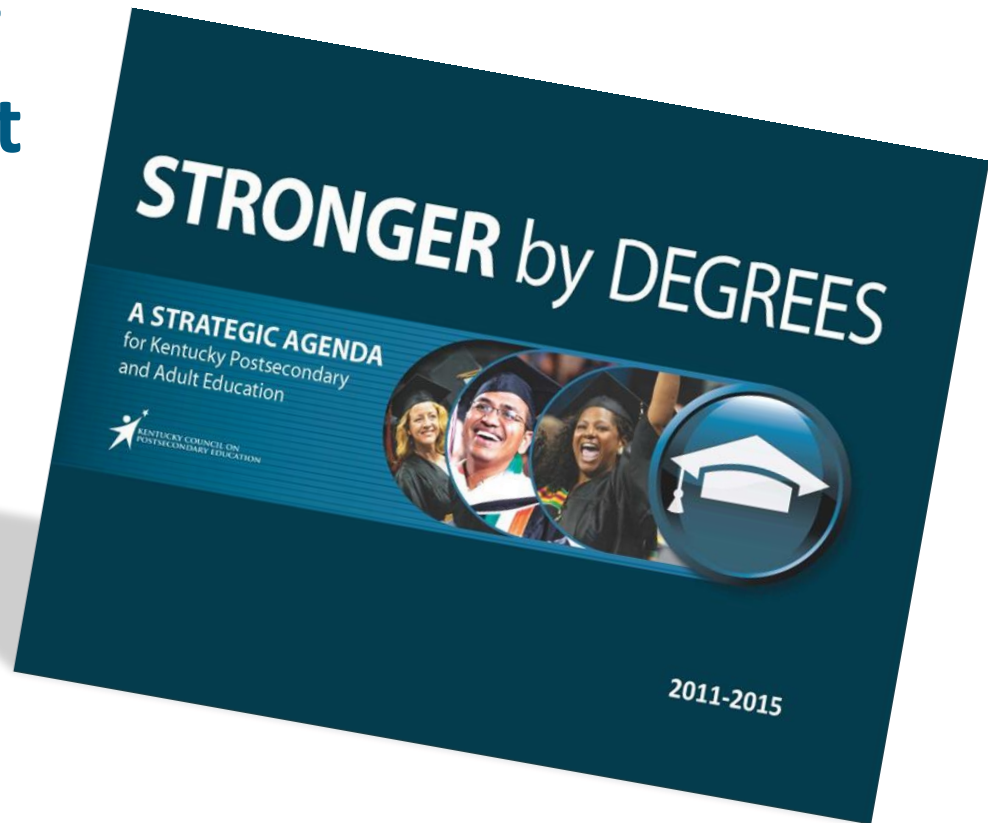
“No matter how you cut it, education pays...Moreover the difference in earnings between those who go to college and those who don’t is growing – meaning, postsecondary education is more important than ever.”

The College Payoff, Georgetown University
Center on Education and the Workforce

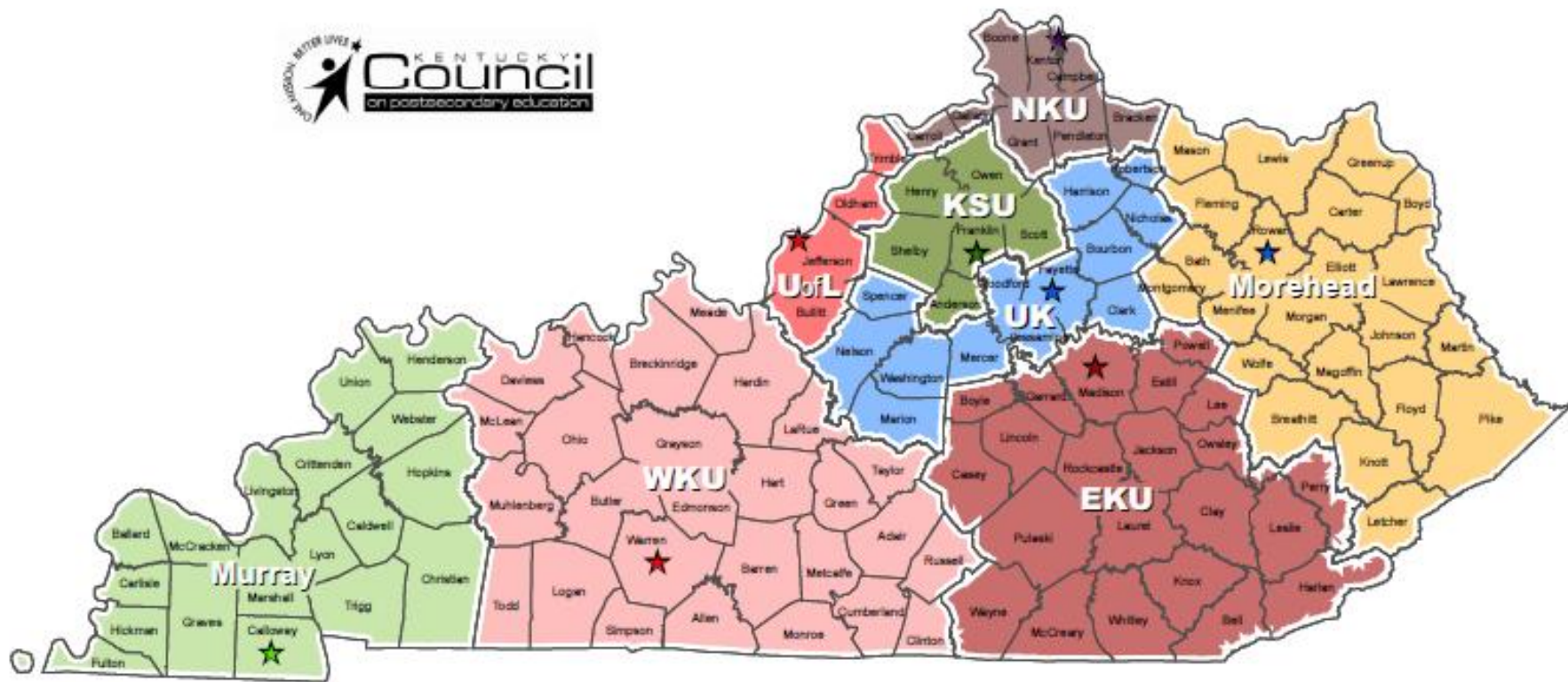


The CPE Strategic Agenda Calls for a Regional Approach to Increasing Educational Attainment

- Establishes metrics and targets for educational attainment in University Areas of Geographic Responsibility
- Also measures college readiness and college-going in these regions

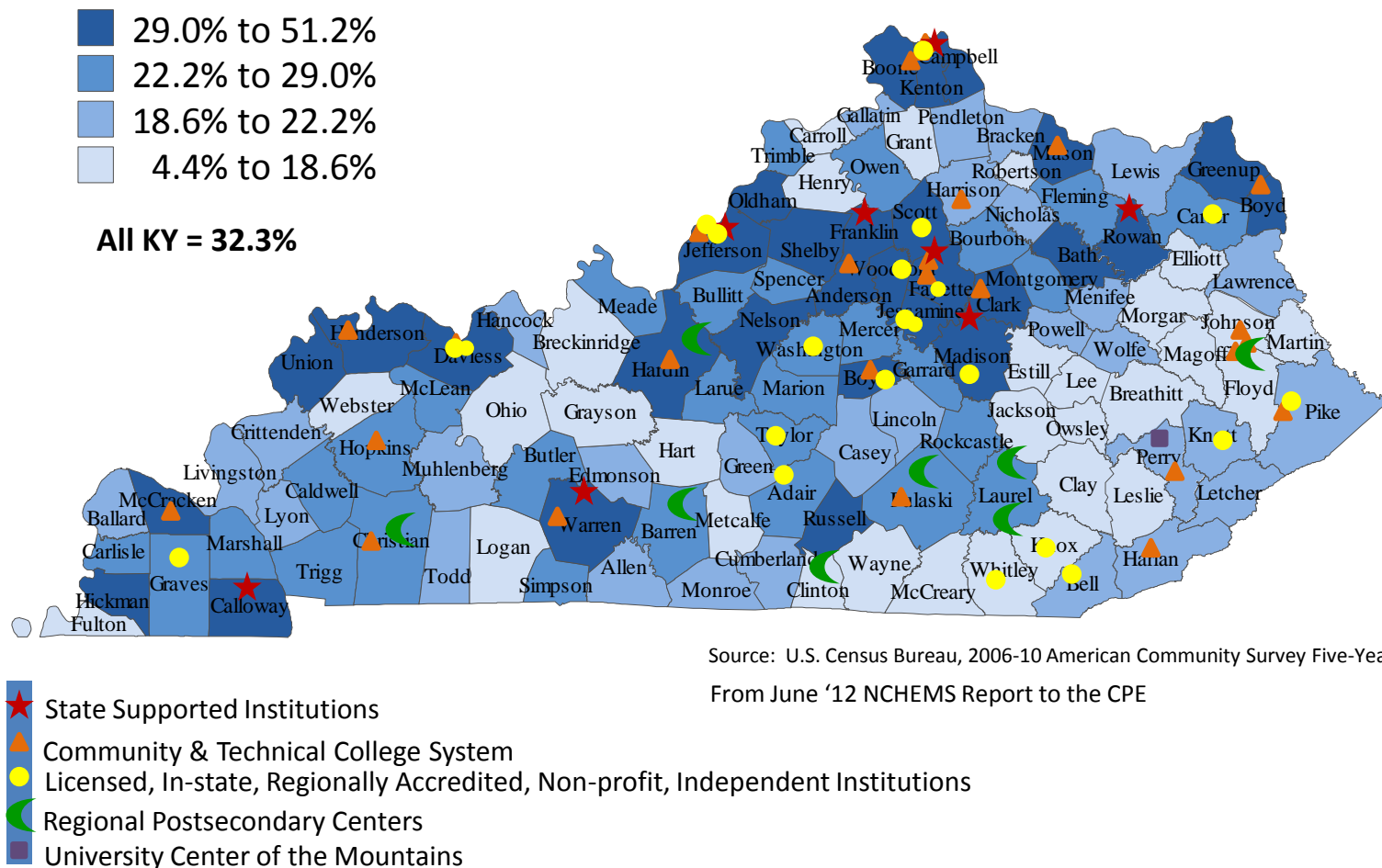


Public Four-Year Postsecondary Institutions



Educational Attainment

Percent of Young Adults (Age 25-44) with an Associate Degree or Higher

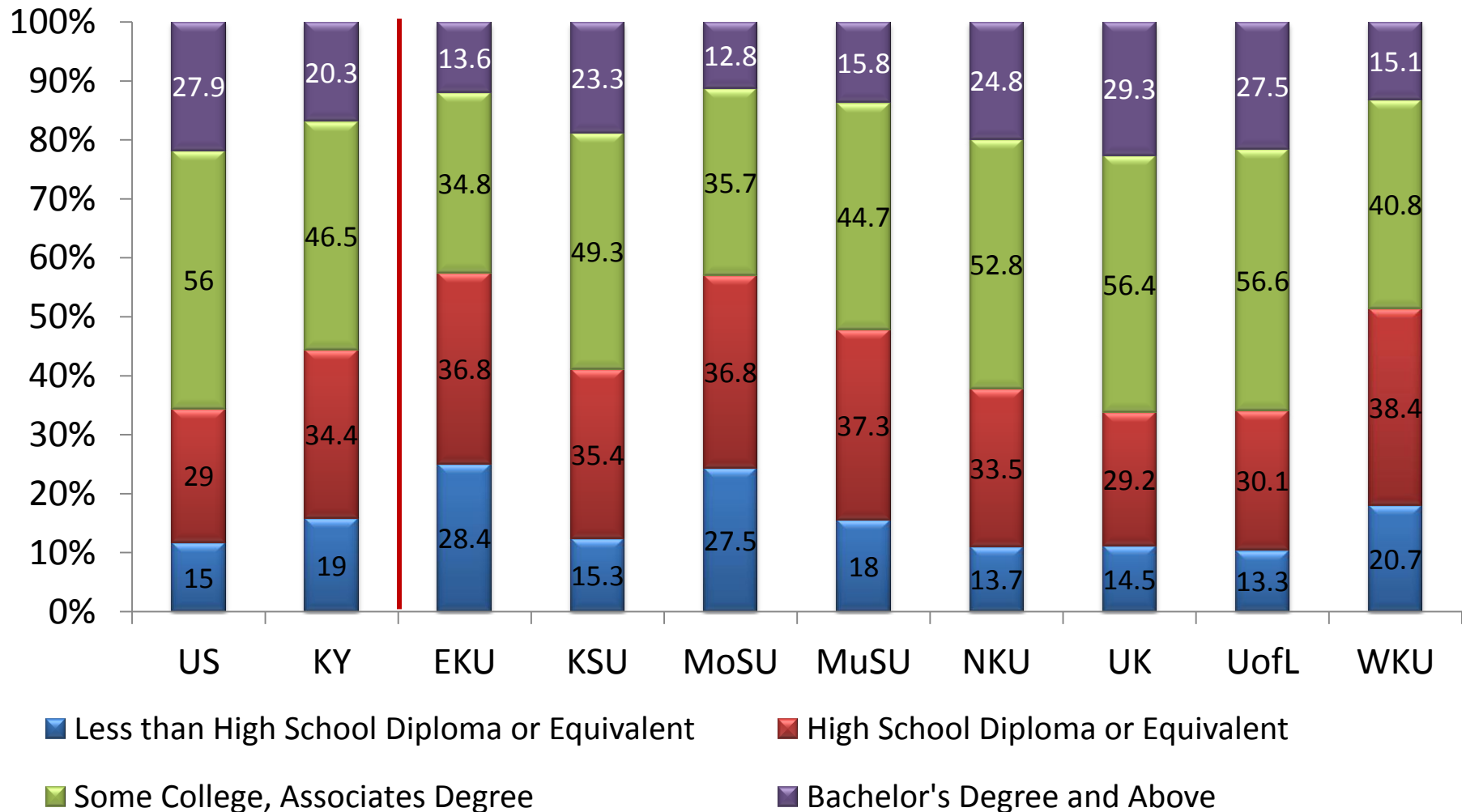


Source: U.S. Census Bureau, 2006-10 American Community Survey Five-Year Estimates.

From June '12 NCHEMS Report to the CPE

Educational Attainment Levels by University

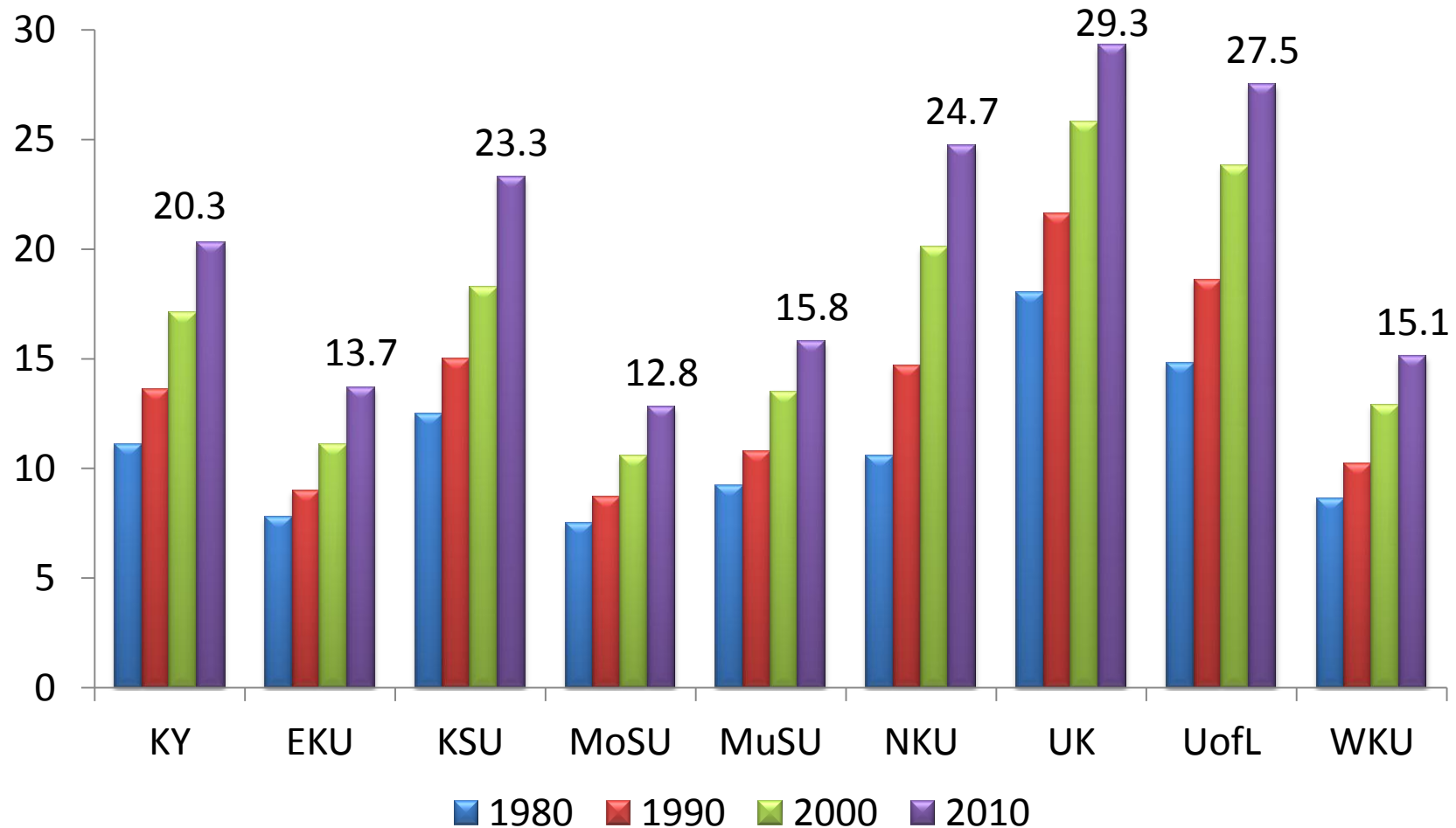
Geographic Area of Responsibility, 2011



Source, P-20 Data Collaborative, County Fact Book
10/31/12



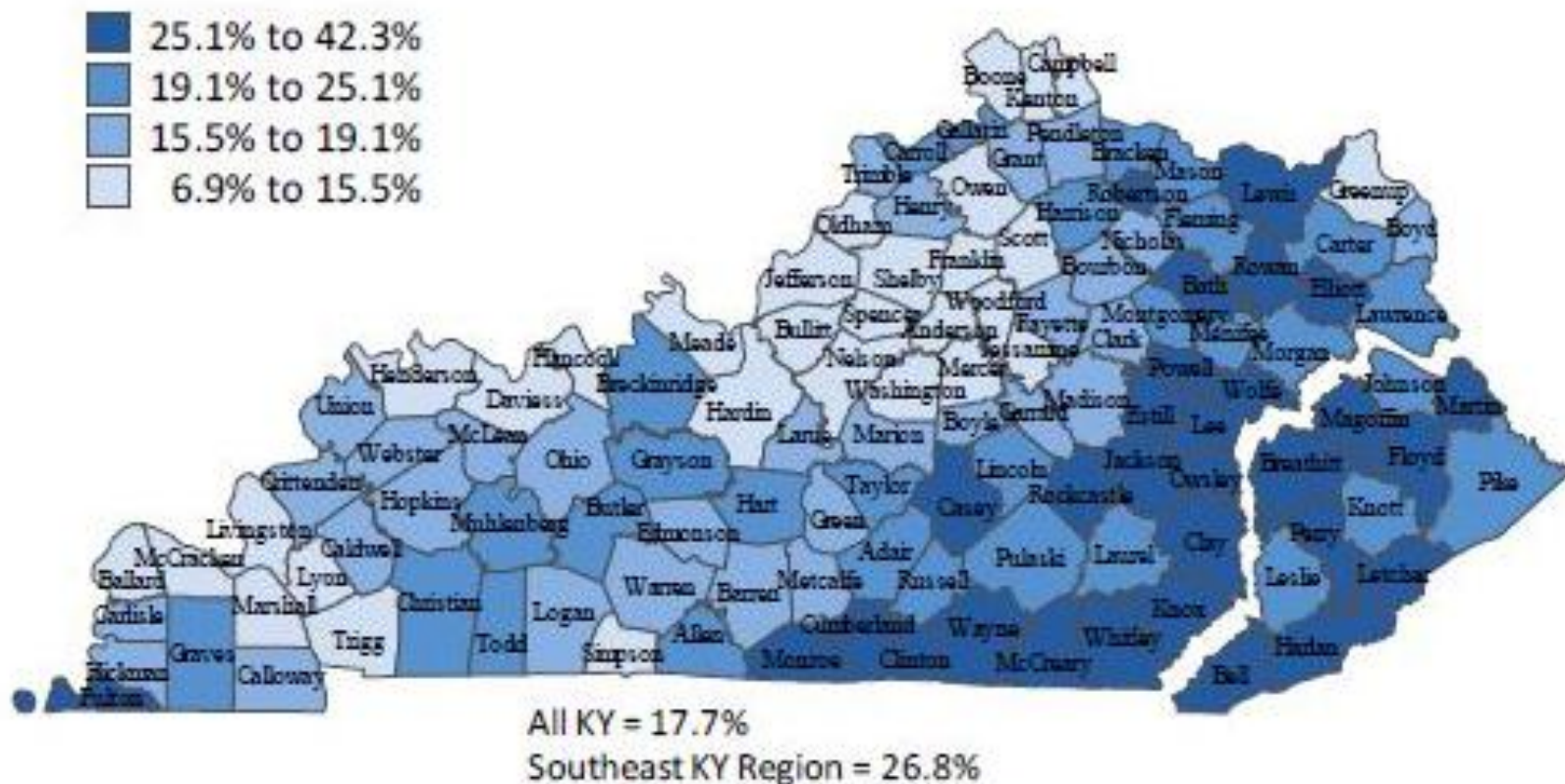
Percentage of Adults with Bachelor's Degree or Higher in University Areas of Geographic Responsibility



Source, P-20 Data Collaborative, County Fact Book

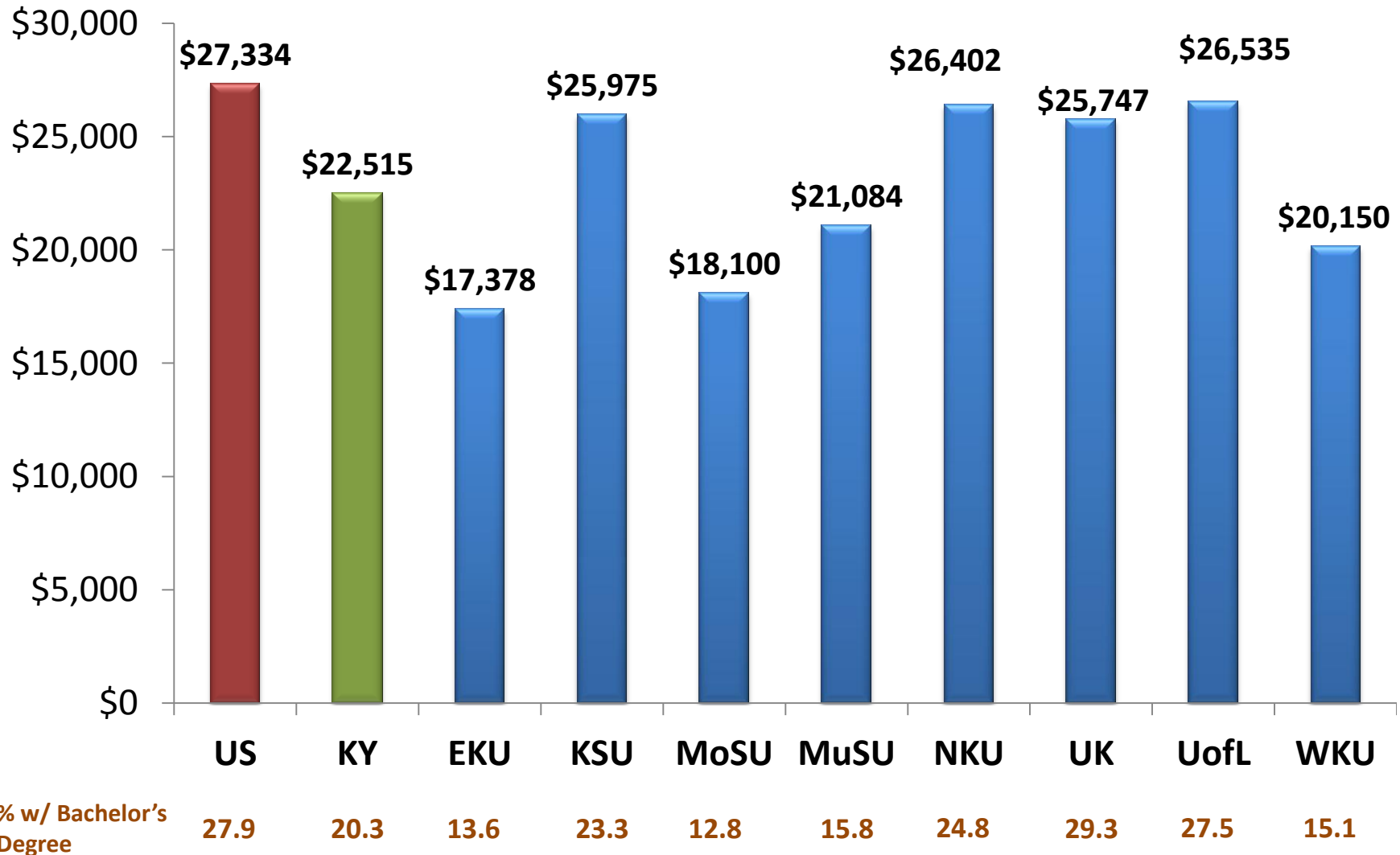
Economic Conditions

Percent of Population Living Below Poverty Level, 2006-2010

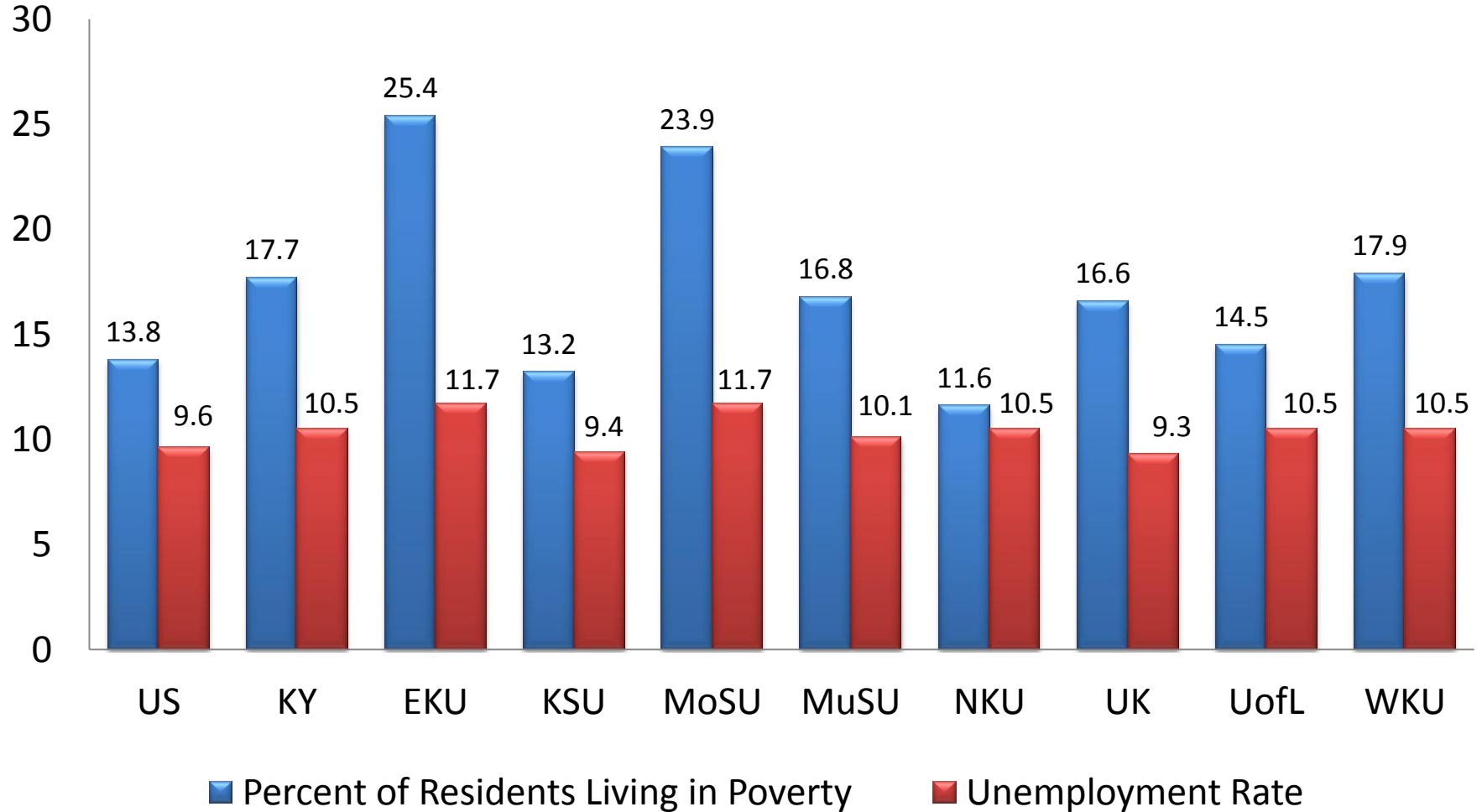


Source: U.S. Census Bureau, 2006-10 American Community Survey Five-Year Estimates.

Per Capita Income by University Geographic Areas of Responsibility



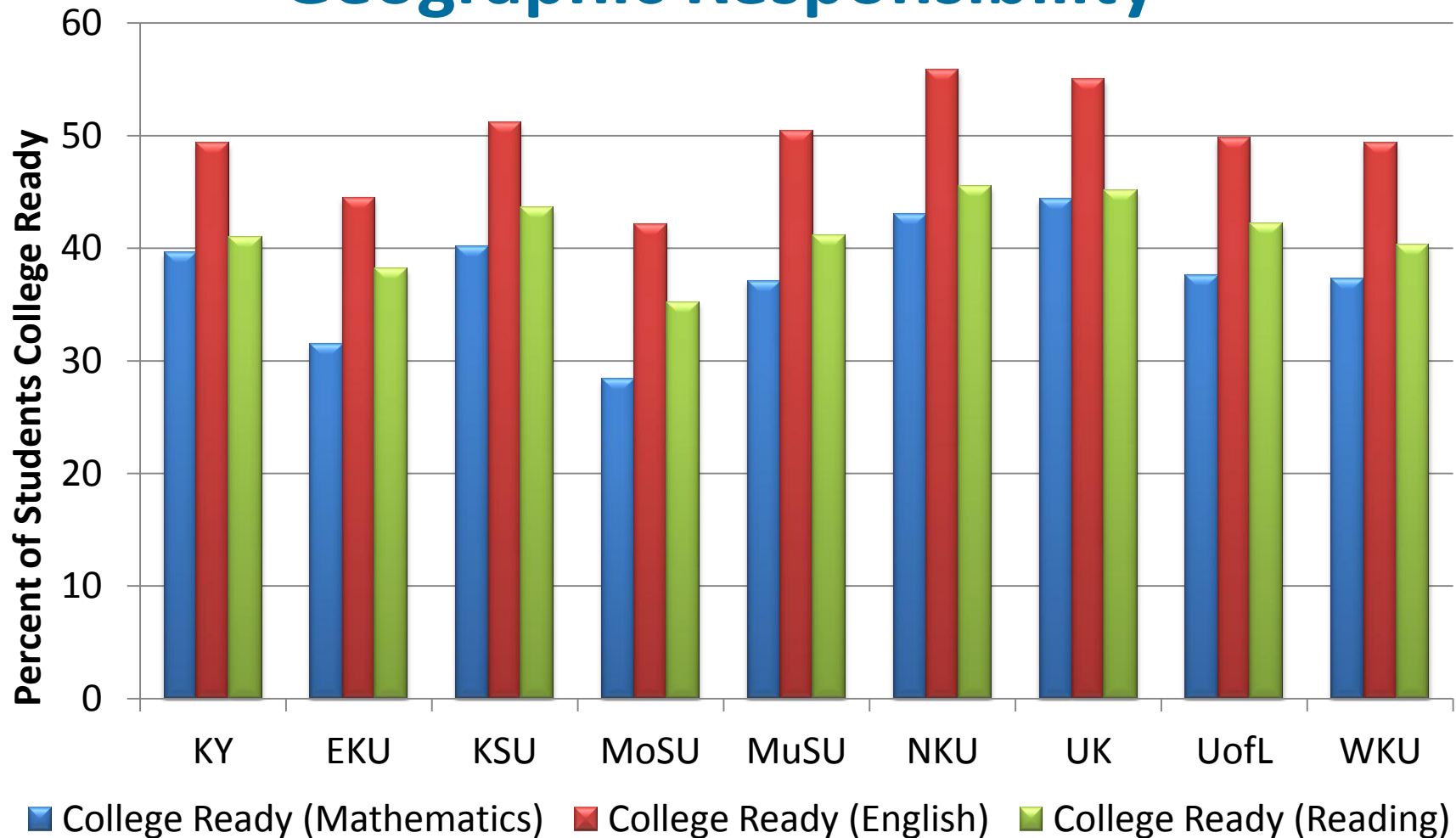
Poverty and Unemployment Rates by University Areas of Geographic Responsibility



Source, P-20 Data Collaborative, County Fact Book

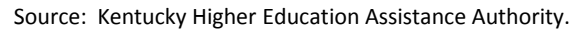
The Education Pipeline: College Readiness, Completion, Participation


College Readiness by University Areas of Geographic Responsibility



Source, P-20 Data Collaborative, County Fact Book

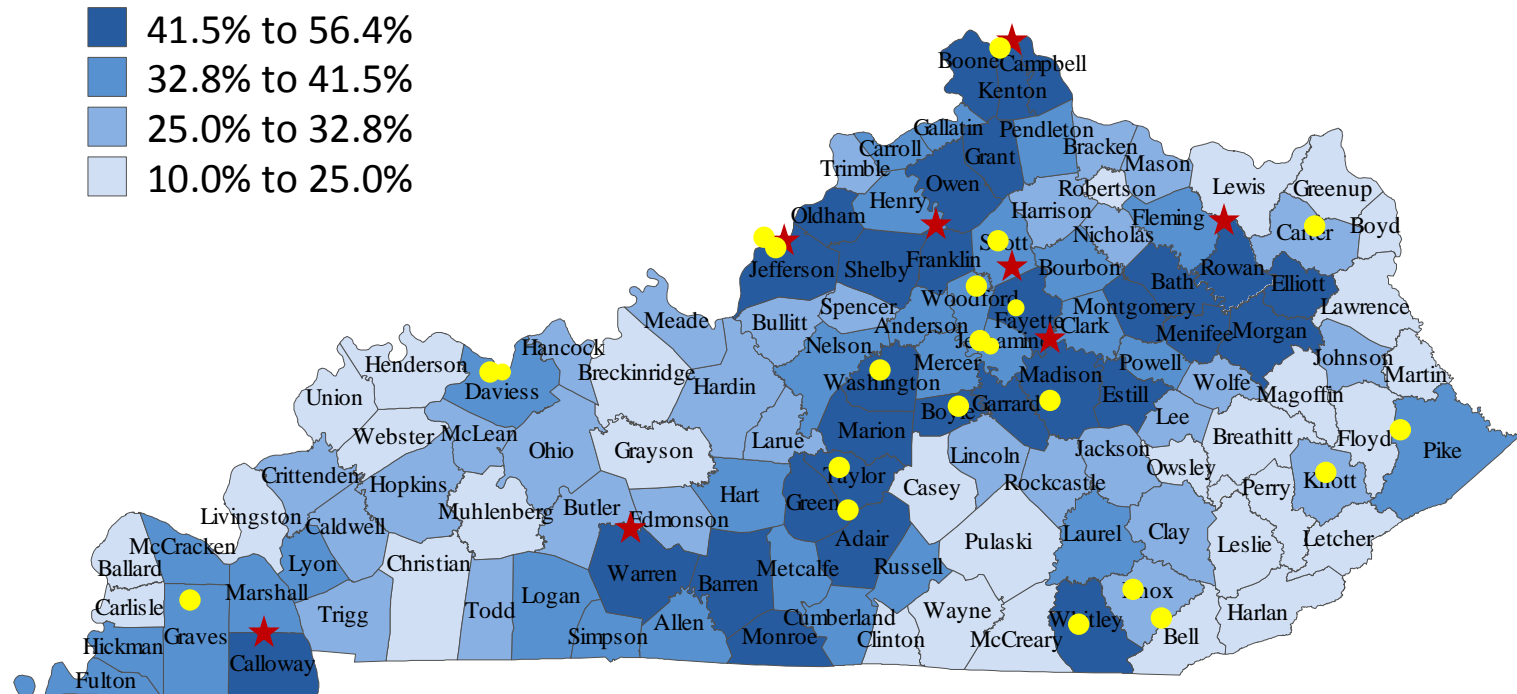
26.9% to 45.3%
 19.5% to 26.9%
 11.3% to 19.5%
 3.4% to 11.3%



 Community & Technical College System

 KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Percent of H.S. Graduates Going Directly to a Kentucky Four-Year Institution, 2008-10



Source: Kentucky Higher Education Assistance Authority.

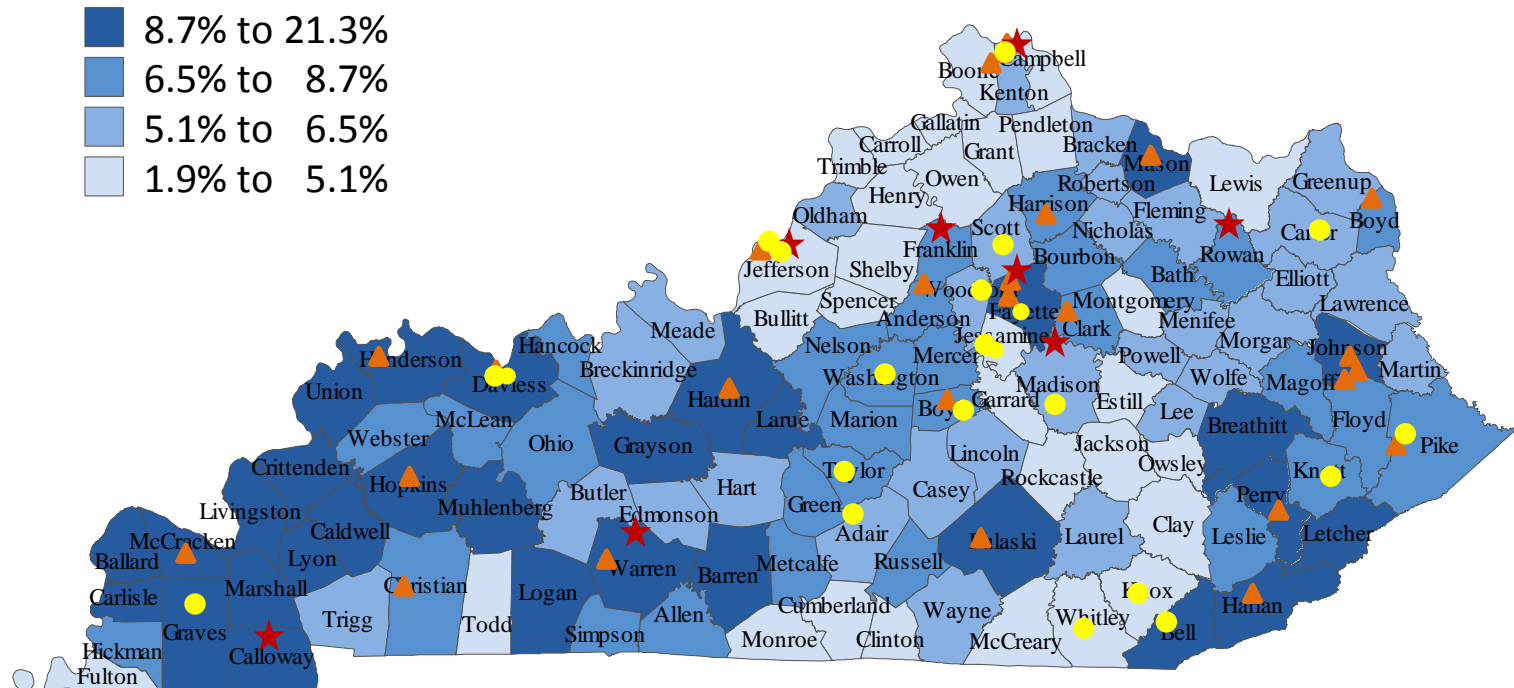
All KY = 38.1%

- ★ State Supported Institutions
- Licensed, In-state, Regionally Accredited, Non-profit, Independent Institutions

From June '12 NCHEMS Report to the CPE



Percent of Young Adult Population (Age 25-44) With No College Enrolling for the First Time, 2008-10



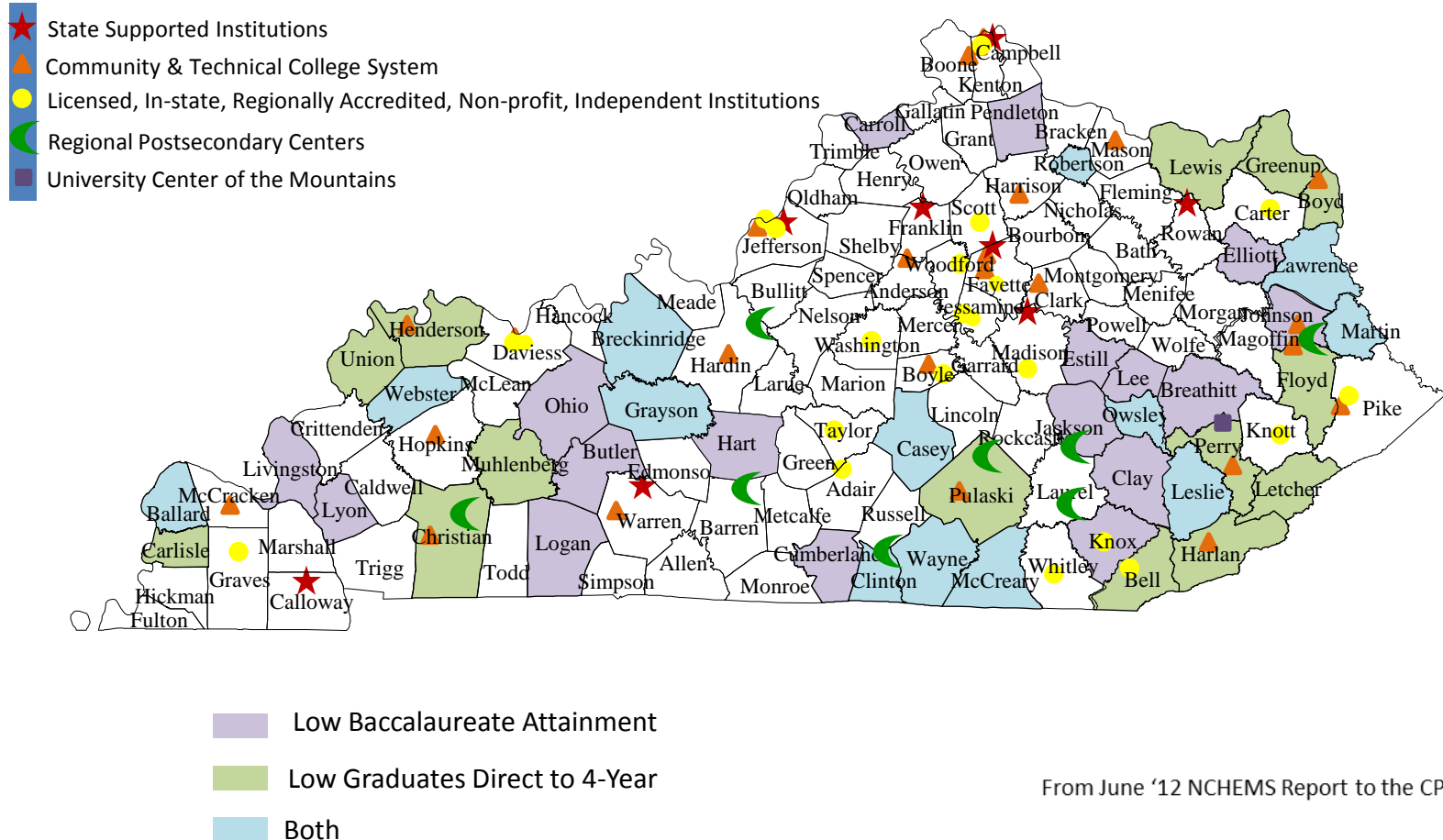
Source: Kentucky Council on Postsecondary Education.

All KY = 6.9%

91% attend KCTCS
6% attend 4-yr Public
3% attend 4-yr Private

- ★ State Supported Institutions
- ▲ Community & Technical College System
- Licensed, In-state, Regionally Accredited, Non-profit, Independent Institutions

Underserved Counties in Kentucky



From June '12 NCHEMS Report to the CPE

NCHEMS Policy Observations and Recommendations

NCHEMS Observations

- Access to baccalaureate programs is most limited in counties that have relatively small populations (are rural) and have no nearby four-year institutions.
- Low participation rates in community colleges tend to be found in:
 - Urban counties that have community colleges.
 - And also have numerous four-year college options.
- **The missing capacity is at the four-year level.**

NCHEMS Recommendations*

- Make a baccalaureate education affordable to residents of the region by providing scholarship assistance.
- Establish entities similar to the University Center of the Mountains hosted or co-located with community colleges.

** Recommendations are from March 2012 Report to the Governor, and Follow-up Presentation to the Council in June 2012*



Recommendations (continued)

- Provide funding to KCTCS institutions/entities that hosts the regional, collaborative centers to ensure consistent student support services through to the bachelor's degree.
- Reinforce the concept of “responsibility” regions, not regions that are protected markets for specific public universities.

Recommendations (continued)

- Develop a proactive, concentrated strategy to deal with regions and pockets of low levels of preparation and access to and opportunities to complete bachelor's degree programs.
- Revise finance policies (state appropriations, tuition policy, and student aid) to increase incentives for institutions to collaborate in efforts to increase baccalaureate degree completion in areas of high need.

Recommendations (continued)

- Institutional finance policies should:
 - Reward community colleges for hosting four-year programs/institutions and for providing the needed student services.
 - Provide incentives for universities to deliver bachelor's degree programs at community college sites.
 - Encourage collaboration rather than competition between community colleges and universities (especially for lower-division students).

Recommendations (continued)

- Provide incentives for community colleges and university centers to become multi-provider centers (programs available from several four-year institutions with student services provided by the community college or host center)
- Student financial aid policies should encourage students to:
 - Complete coursework at a community college.
 - Transfer to and complete a bachelor's degree program.

Recommendations (continued)

- Develop selected 2-plus-2 accelerated programs in high-need/high demand areas *available statewide*, providing for:
 - Dual Admission (students admitted simultaneously to community college and universities)
 - Coordinated path to bachelor's degree at universities